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BOOK REVIEWS

The German System of Industrial Schooling. By RALPH C. BUSSE, American Consul, Erfurt, Germany. Philadelphia, Pa.: Published by Public Education Association. Pp. 63.

The report is timely, coming, as it does, when educators and the general public alike are anxious to know what can be learned from the German industrial schools which will be pertinent to the American problem of education. The author states that his purpose is not to describe the organization and methods of these schools in detail, but rather to set forth the general principles on which the system is founded. He states, at the outset, the most significant of these principles when he says: "This system represents the result of many years' study and experience of the German people in endeavoring to solve the problems involved in the education of the *industrially employed youth* of the manufacturing communities."

He shows that Germany has, in truth, a "system" and that it is nicely adjusted to the purpose above mentioned. This system includes the common schools themselves, general trade schools, special trade schools, and engineering and scientific schools, thus offering progressive education for every grade of industrial worker.

Industrial continuation schools are generally a "part of the public-school system" and are supported by the local community, usually with state aid. "The total expenditures in Prussia for the industrial continuation schools amounted in 1911 to \$2,304,792, of which 52 per cent was borne by the municipalities, 35 per cent by the state, 2 per cent by associations and guilds, and 11 per cent by employers' contributions consisting of tuition fees which they are bound to pay for the employees, together with the sum which some of them contribute voluntarily."

The common schools lead naturally to the continuation schools in which not only trade subjects are given, but also physical, business, and civic training.

One chapter discusses "Trade Schools as a Substitute for Apprenticeship," another "Auxiliary Educational Facilities," while the final chapter deals with the relation of the schools to national industry. This shows that the splendid industrial success of Germany has not been a mere accident, but it also makes it clear that neither is it due to the industrial schools alone, or perhaps even mainly, but rather to the appropriateness of these schools to the whole social, economic, and political structure of the Empire.

Paper and Cardboard Construction. By GEORGE FRED BUXTON and FRED L. CURRAN. Peoria, Ill.: Manual Arts Press. Pp. 191. \$1.50.

This is a handbook for teachers desiring to give instruction in paper and cardboard work suitable for children in the primary grades, though the work is capable of application as high as the fifth grade. It contains just the kind of information which the grade teacher needs to enable her to carry on the work with pleasure and profit, both to the pupils and to herself. The information is both technical and

general, serving to secure accurate and purposeful methods of work and also to show the relations which may be established between this work and everyday life.

A considerable variety of material is introduced and the problems are presented in the form of finished projects which are grouped under four heads: books, boxes, cards, and envelopes. These four types of problems involve a variety of processes including cutting, measuring, folding, pasting, gluing, sewing, punching, tying, and also the planning and application of suitable decorations.

The book also contains valuable chapters on the organization of courses, and on the purchase, distribution, and handling of supplies and equipment. The chapters are both technical and informational and give hints for correlating the work with other school subjects.

The volume itself is an excellent example of "paper and cardboard construction," being well printed and profusely illustrated. It will be a boon to grade teachers who are required to give instruction in manual training in the grades covered.

FRANK M. LEAVITT

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Social Forces. A Topical Outline, with Bibliography. By MRS. A. L. QUACKENBUSH. Portage, Wis.: Published by the Education Committee of the Wisconsin Woman's Suffrage Association. Pp. 83. \$0.15.

This text, prepared not for propaganda but for education in the problems of present citizenship, will be useful to teachers who want to know where to look for information, and how to direct others in the community who may come for suggestions. Its value for the layman as a select bibliography is great, and even the well-informed teacher will find himself much aided by the material here brought together. Some of the topics are "Government," "Labor," "Woman," "Educational Problems," "Lessons Other Countries Teach Us."

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A Text Book on the Teaching of Arithmetic. By ALVA WALKER STAMPER, Head of the Department of Mathematics, State Normal School, Chico, Cal. New York: American Book Co., 1913. Cloth. Pp. 284. \$1.00.

This volume is designed for those who are giving instruction or supervising the work in arithmetic in the elementary schools. It is especially designed for teachers new in the service.

The author devotes a small portion of his book to the history of arithmetic and to the reasoning involved in arithmetic. The chapter on "Preliminary Steps in Arithmetic" is especially helpful for the beginning teacher. Much emphasis is placed upon the principal operations in arithmetic. The application side of arithmetic as well as the place for algebra and geometry in the elementary school, as presented by the author, deserve special attention.

The author's views on lesson plans, course of study, character of problems, etc., will be of help to the reader. All in all, this book seems to be a very helpful guide to the teacher of arithmetic.

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